



Zizi Afrique
Foundation



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A world where all children and youth learn and thrive.

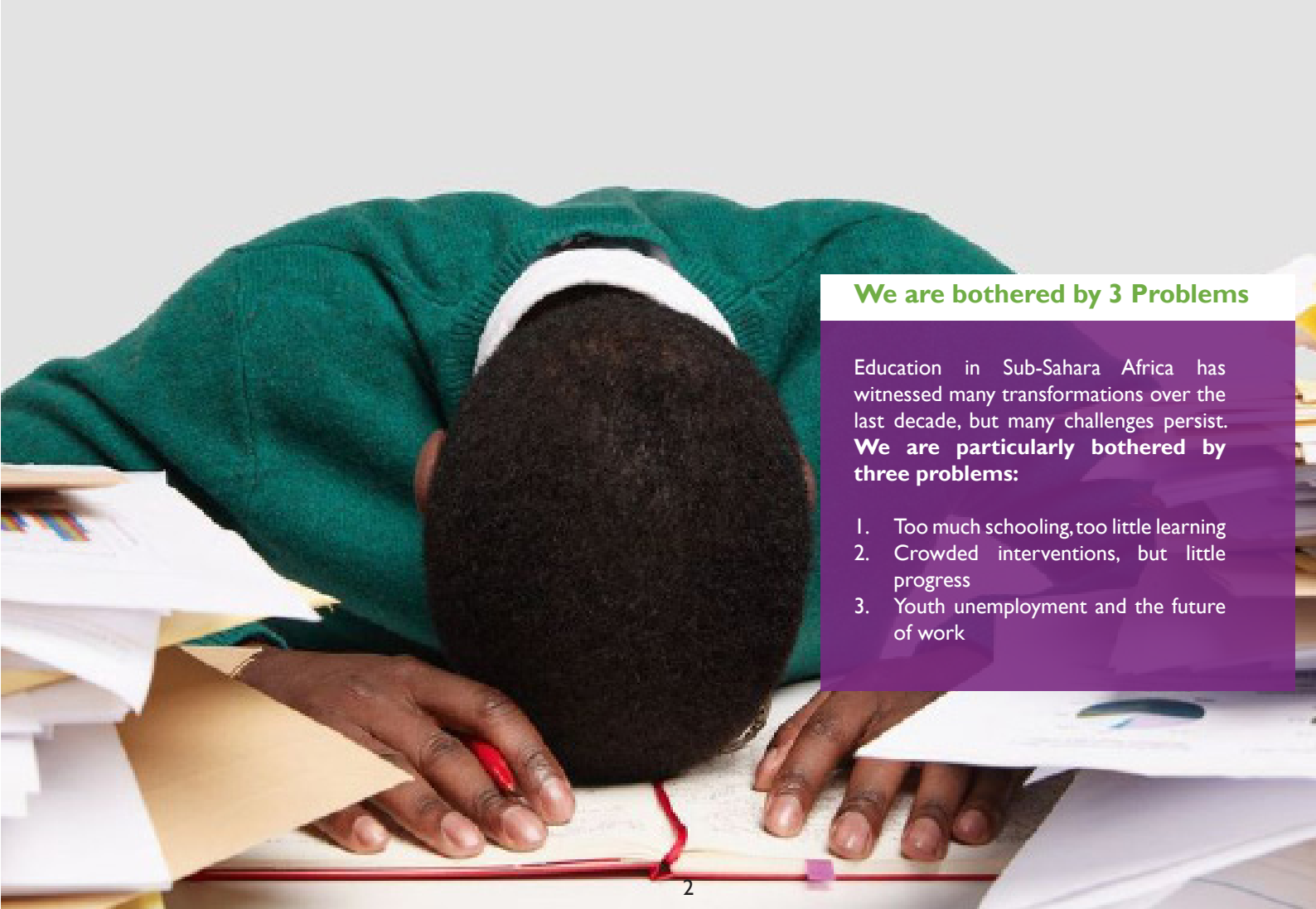


About Zizi Afrique Foundation

Zizi Afrique Foundation (ZAF) is a not-for-profit company committed to improving learning outcomes for children and youth furthest behind. ZAF works at the intersection between evidence, policy, and practice, and uses research to improve the public education system. ZAF's focus areas include Values and Life Skills, Foundational Literacy and Numeracy, Parental Empowerment and Engagement, Whole Youth Development, and Technical education and Vocational training.

We envision a world where all children and youth learn and thrive. We contribute to the nurturing of a generation of children and youth who are well-equipped with the skills for learning, skills for living, and skills for working.

Our mission is to consolidate evidence, innovate solutions through collaborative networking, and shape policy and practice to equip children and youth with the competencies they need for life and work.



We are bothered by 3 Problems

Education in Sub-Sahara Africa has witnessed many transformations over the last decade, but many challenges persist. **We are particularly bothered by three problems:**

1. Too much schooling, too little learning
2. Crowded interventions, but little progress
3. Youth unemployment and the future of work

Our Purpose

ZAF seeks to address these contexts by networking with other actors to catalyse the acquisition of Foundational Skills (Literacy, Numeracy, Life skills and Values) necessary for learning, living, and working for children and youth furthest behind.



1

We generate, consolidate, and share evidence through research, evidence synthesis, and translation as well as analysis of existing data to respond to emerging priority areas and gaps and building an evidence eco-system that includes co-creating and experimenting with the government.

2

We promote collaboration and policy change in the education sector. ZAF serves as the secretariat for three transformative networks: Regional Education Learning Initiative (RELI) Africa, Education Evidence for Action (EE4A), and Values and Life Skills (VaLi) TVET Working Group, which brings together education stakeholders and policymakers to share evidence and deliberate on key policy issues and priorities in education and youth skills.

3

We adapt tested innovations that are localized to improve learning and training outcomes for those furthest behind. We envision that impact at scale will be pursued through a dual approach: adoption by government and adoption by community-based and school-focused partners.



Our Target (2025)

5,000,000 - Children & Youth

1,000,000 - Furthest behind



Our Priorities

- Children and youth learning and thriving
- Innovation for improved practice
- Evidence generation and learning
- Advocacy for policy change

Our 3 Strategies for Impact

Systems change:

We address the learning crisis by supporting education systems in Africa to equip every learner with foundational learning competences – literacy, numeracy, and life skills and values by engaging with actors who have the authority and power to accelerate progress and influence change to improve policy and practice in providing holistic education that delivers the requisite foundational skills for the modern world.

Collective impact:

We believe in the need to catalyse evidence for system change, internal learning, and adapting organizational practices. We are an experiment of collective impact work. Rather than working alone, we collaborate with other organizations to deliver impact.

Ecosystem-building:

Our dream is to collaborate with at least 100 organizations to create a movement that achieves learning and thriving for all in Africa. First, we are identifying and supporting like-minded organizations to grow together. Second, we are building relationships with the government to shift policy formulation and implementation to reach millions.

Our work

I. We generate, consolidate, share evidence and data to support systems change in basic education through



Early Childhood Development (ECD) work:

The ECD project aims to consolidate evidence for advocacy and leadership in ECD in the context of nurturing care (children 0–3yrs). The project is carried out in 3 Kenyan counties: Samburu, Siaya, and Mombasa.



Supporting the Transition from Primary to Secondary School (2022-2024):

We do this through the Policy Learning for Universal Secondary (PLUS) Education–project which aims to test the potential for driving change by focusing on policy enforcement and accountability, rather than plugging gaps across 4 counties in Kenya: Marsabit, Murang'a, Bungoma, and Nairobi in close collaboration with the Ministry of Education and the Directorate of Secondary Education.

2. We are building the evidence and supporting the incorporation of Values and Life skills in the curricula in East Africa

The Action for Life Skills and Values in East Africa (ALiVE)



A collaborative initiative which aims to ensure that learners in East Africa are equipped with life skills and values to support learning, working, and living in the context of the 21st century. ALiVE is a first-of-its-kind initiative in the region, working with Kenya, Uganda, and Tanzania to develop contextualized tools and conduct household-based assessments. Phase 1 of the initiative developed tools to assess three life skills (problem-solving, self-awareness, and collaboration) and one value (respect) and applied them at the household level to generate evidence of the status of life skills in East Africa, reaching over 45,000 adolescents aged 13 to 17 years. The second phase focuses on adapting tools for lower ages, with a focus on classroom assessment and sharpening the skills of local experts and policy stakeholders on assessment. The #ALiVEBook, *The Contextualisation of 21st Century Skills: Assessment in East Africa*, shares the journey and evidence emerging from phase one. www.alive-reli.org

Learning Journey with Schools (LJS)

The LJS initiative is part of the ALiVE project and aims to establish a holistic model for integrating life skills into Kenyan primary education (4–12-year-olds) while generating valuable data and recommendations for improvement



3. We innovate to support the Acquisition of Foundational Skills (Literacy, Numeracy and Values and Life skills)



Parental Empowerment and Engagement (PE&E)

This collaboration between Zizi Afrique Foundation and the Regional Education Learning Initiative Africa (RELI-Africa) has yielded the Parental Empowerment and Engagement (PE&E) Framework, which aims to guide the design, implementation, and assessment of PE&E initiatives in education, fostering active parental engagement in their children's educational journeys. This framework is rooted in four key pillars: *Communication, Collaboration, Capacity Sharing, and Leveraging Community Resources.*

Napenda Kusoma

Napenda Kusoma (I like to read), is a government-led initiative which is being implemented in Kirinyaga county and brings all stakeholders and aims to ensure that all children in Kirinyaga can read and comprehend by Grade 3 by 2026. The program has reached 40 public and private schools in Kirinyaga County.



My Village Project

My Village project pursued these outcomes: improvement of foundational literacy and numeracy, building community agency, building leadership of youths, and fostering community development. The project was implemented in 3 PAL Network countries: Kenya, Tanzania, and Nepal. It reached 15,000 learners in 98 villages across three Kenyan counties (Bungoma, Kitui, and Kilifi) and engaged 293 youths.

4. We support young people acquire skills and competencies they need for the modern world and work

We work with development partners, government and Technical and Vocational Education and Training (TVET) authorities to improve access and quality in Technical and Vocational Education and Training (TVET) through our various initiatives.



Safaricom Foundation Scholarship (SFS)

The program's goal was to equip youth with sustainable skills for the construction and hospitality industries. The most deserving youths are trained in one of the following trade areas:

- Electrical Installation
- Plumbing
- Welding
- Food and Beverage



The National Integrated TVET Communication and Advocacy Strategy

Zizi Afrique Foundation (ZAF) in partnership with the Ministry of Education-State Department of Technical and Vocational Education and Training (SD-TVET) developed the National Integrated TVET Communications and Advocacy Strategy (NITCAS) for Kenya. The NITCAS serves as a catalyst to inspire the youth and society to embrace TVET as a powerful pathway to employment and economic success.



Values and Life Skills (VaLi) in Technical and Vocational Education and Training (TVET)

ZAF and Values and Life skills (VaLi) Working Group partnered with the Technical and Vocational Education and Training Authority (TVETA) and the Kenya School of Technical and Vocational Education and Training (KS-TVET) to unlock two pivotal policy areas in the curriculum and safeguarding for the TVET sector leading to;

- The development of the TVET safeguarding standards aimed at fostering a safe and conducive learning environment in TVET institutions which have been packaged and rolled out across over 2,300 TVET institutions, benefiting more than 500,000 trainees.
- Supported the revision of the Essential Skills Curriculum for TVET instructors to include life skills, an initiative led by the Kenya School of TVET.
- Supported the integration of VaLi into the curriculum resulting in holistic skill development, equipping students with technical prowess and vital life skills essential for personal and professional growth.
- Development and dissemination of a skills framework for TVET to curriculum institutes, leading to the embedding of the Whole Youth Development (WYD) competencies in the TVET curricula



Tenda Wema

Tenda Wema is a charity initiative that raises funds annually to support the furthest behind children and youth to access quality education for work and life. Zizi Afrique Foundation hosts the charity drive with support from many other stakeholders including PAL Network, Zizi Afrique Limited, corporates, media, and philanthropists. We welcome you to support this cause via www.ziziafrique.org.



Future of Work

The Future of Work program aims to establish an observatory that uses skill and job methodologies grounded in local contexts (urban and rural). The observatory will be a central point for employment and skills/job forecasting. It will be used to avail data to public and private decision-makers to improve their understanding of job creation and to align education to the current and future possibilities of the job market.



Greening TVETs

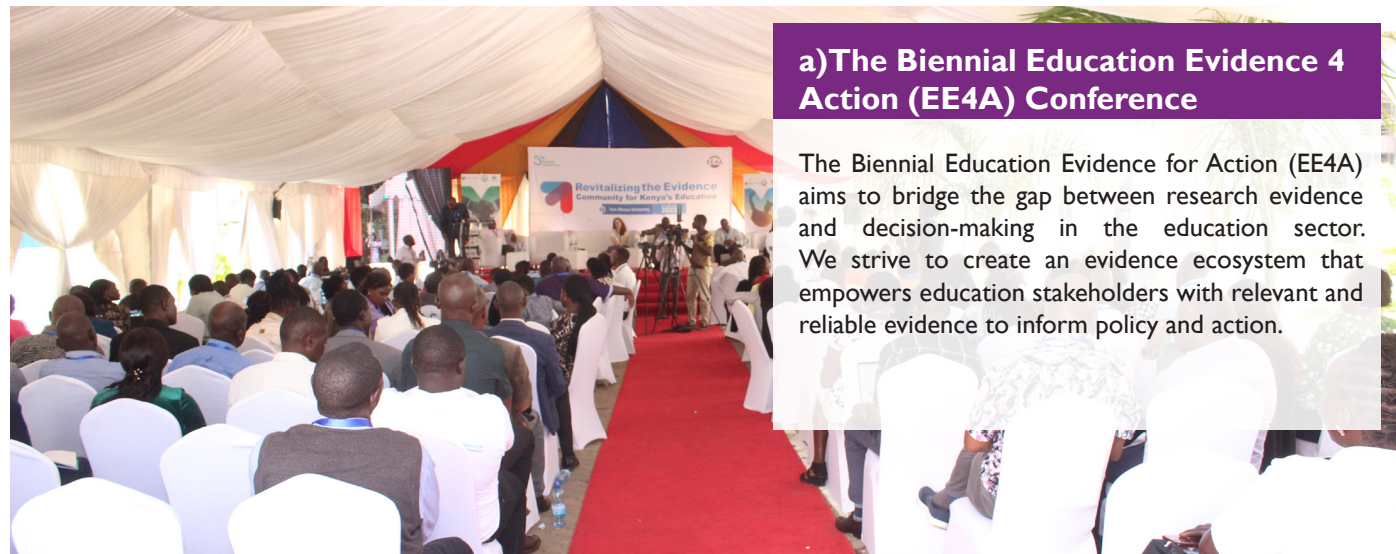
This initiative aims to increase the green skills of youth and women, reduce poverty, and reduce hunger in the rural areas of Kakamega, Makeni, and Kajiado counties in Kenya through technical training institutions.

5. We are increasing data use and users to strengthen evidence-based decision-making in the education sector

Unlocking Data Initiative

This initiative seeks to unlock data and scale up the use and users of data in education systems, focusing on Kenya, Malawi, and Cameroon. It has one regional-level outcome: African-driven, equity-focused, ethical, culture of data use, policy-relevant research and evidence-based decision-making beneficial to all stakeholders. Zizi Afrique Foundation is the overall consortium lead of implementation and research in Kenya.

Creating platforms for knowledge and evidence exchange through conferences



a) The Biennial Education Evidence 4 Action (EE4A) Conference

The Biennial Education Evidence for Action (EE4A) aims to bridge the gap between research evidence and decision-making in the education sector. We strive to create an evidence ecosystem that empowers education stakeholders with relevant and reliable evidence to inform policy and action.



b)Values and Life Skills Africa (VaLi-A) Conference

The first Values and Life Skills Africa conference was convened in 2023 in Nairobi. Hosted by the Regional Education Learning Initiative (RELI), it was the first conference of its kind organized and hosted in the global south. It is expected that all the key global social-emotional learning field leaders will intensely engage with the curriculum and assessment experts in East Africa.

c)RELI Convenings

The RELI Africa regional and country convenings bring together local and global participants, among them the RELI community, government experts from the national curriculum and assessment institutes in East Africa, academia and researchers in this field, civil society actors from across Africa, the global community in the social-emotional learning field, teachers, and adolescents.



6. We mobilise and convene actors for collective impact in policy and practice change in education in Kenya and beyond

We work with others to shape policy for system-wide change. We use evidence generated to mobilize and persuade strategic actors to pay attention to and support the crisis of learning and training.

Animating Transformative Networks

We host three transformative networks that bring education actors from Kenya and the region to share evidence and learn what works in improving education.



Regional Education Learning Initiative (RELI) Africa:

A network of civil society organizations in Kenya, Uganda, and Tanzania, working to improve learning outcomes and influence policy across East Africa.



Education Evidence for Action (EE4A):

The EE4A consortium that brings together education stakeholders and policymakers to share education evidence and deliberate on key policy issues and priorities in education.



The Values and Life Skills (VaLi) Working Group:

An initiative of approximately 45 civil society actors working to integrate core capabilities in Technical and Vocational Education and Training (TVET) through effective coordination and partnership, policy dialogue and advocacy, capacity building and research, and knowledge sharing.

Gender and Education Dialogues: A Girls' Education movement in Kenya!

The goal of the dialogues is to contribute towards a collective impact by strengthening conceptual clarity on various gender dynamics. Specifically, the intersectionality of gender norms, patriarchy, and its differentiated effects on girls' and boys' progression in education offers space for insights and reflective conversations on the status of girls' education, its growth, and our individual contributions toward addressing gender inequities. Zizi Afrique Foundation coordinates key activities while partnering with the Girl Child Network among other like-minded stakeholders.



Mutual Growth with Partners

At ZAF, our vision is to create a world where every child and youth not only learns but also thrives. To achieve this, we partner closely with grassroots organizations deeply embedded in their communities to ensure our efforts align with the needs and aspirations of the people we serve.

Our Reach

235,517 +

Children reached through interventions and studies



921,213 +

Youth reached through interventions



5,039,329+

Parents reached directly and indirectly



52,030+

Teachers and instructors reached through training and workshops



7,000,115+

Media Reach

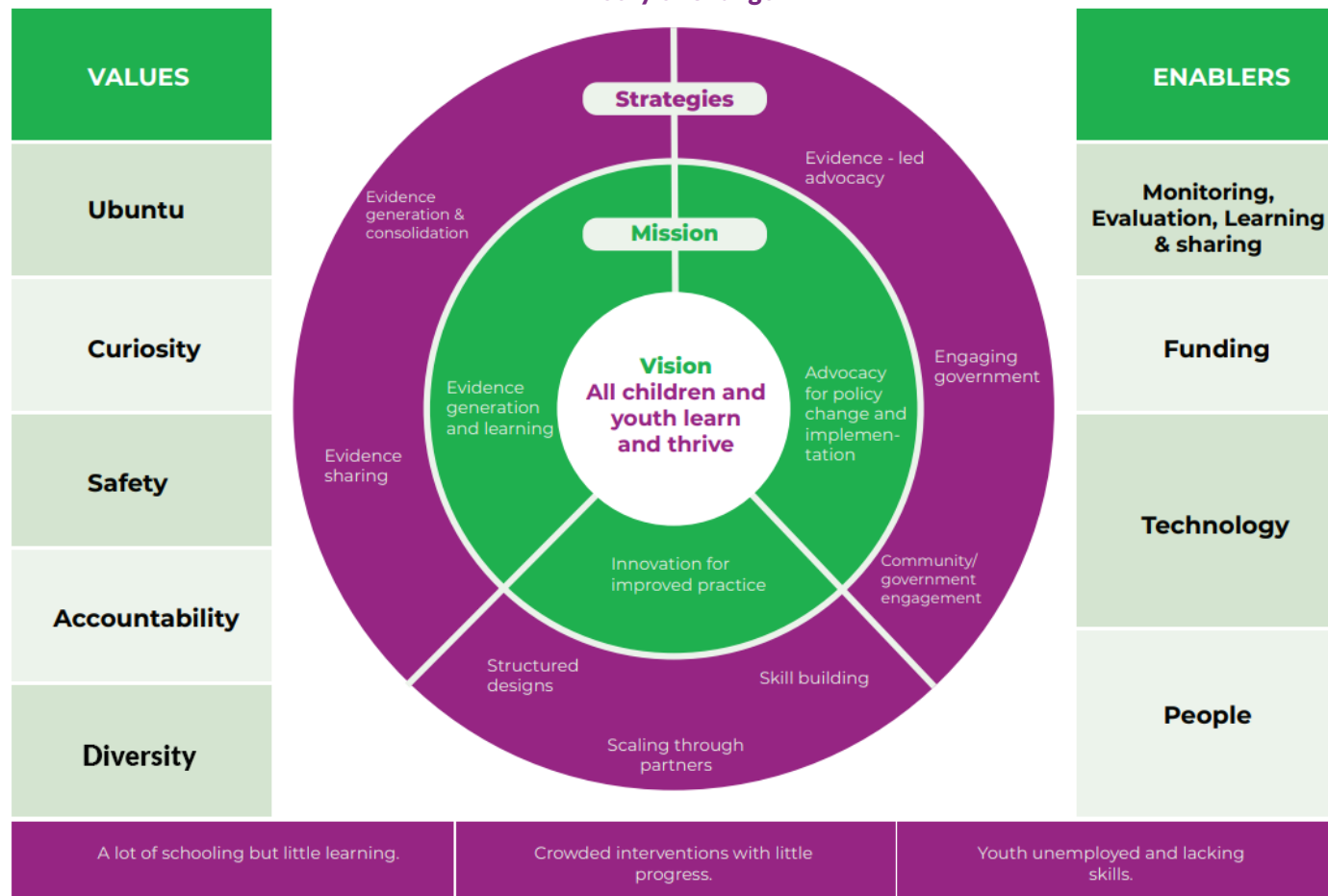


4,739+

Government and Non-government Partners



Theory of Change





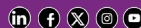
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